WISCONSIN SPECIAL EDUCATION PARENT SURVEY SPE INDICATOR #8



Welcome!

We invite you to fill out a survey for us. We are the Special Education Team of the Wisconsin Department of Public Instruction (WDPI). This is a survey for parents of children and youth with disabilities. It is to ask about how your school in its with you as a partner in your child's education joins with you as a partner in your child's education.

2004). We will use your answers to give better services to children and youth with disabilities and their families. We need your help to do this. Your privacy is also important. Your answers go straight to an agency outside of Wisconsin. You can education or services. We are required to collect this information by federal law. The law is the Individuals with Disabilities Education Act (IDEA be sure that your school and WDPI will not know who gave your answers. Your answers will not change your child's

Thank you for taking the time to fill out the survey. The full survey should take about 20 minutes or less to complete. Before you start, please click the button below to read the Consent Statement.

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Consent Statement

Please read this Consent Statement carefully. See "Contact Information" below if you have questions about agreeing to fill out the survey.

and school involvement in their child's special education program. The information helps the Reasons for the Survey: The Office of Special Education Programs of the U.S. Department of Education requires WDPI to collect information. Some of the information must be about parent WDPI and schools give better services to children and youth with disabilities and their families.

Risks of Filling Out the Survey: There are no risks to you if you fill out this survey. Your answers will not change the special education or services that the school gives to your child.

Privacy: A separate agency outside of Wisconsin will keep your own answers to this survey private. WDPI cannot link you or your child to your answers in any reports. All reports will combine answers from many parents.

can decide to fill out the survey or not to fill out the survey. Your decision will not change your parents about their experiences with schools. You are not required to give the information. You Voluntary Nature for Filling Out the Survey: WDPI is required to collect information from relationships with WDPI or your school.

Contact Information: If you should have any further questions about this survey, please feel free to contact XXXXXX.

If you agree to complete the survey, click on the "Yes" box below. If not, click on the "No" box.

Yes, I agree to fill out the survey.

Directions for Filling Out the Survey:

Think about the child named in the letter that the school sent to you. Read each item and mark your answer for that child. For each item, mark one of the following: "Very Strongly Agree," "Strongly Agree," "Agree," "Disagree," "Strongly Disagree." If you have difficulty with any of the items, please make a "best guess." If an item does not apply to you or your child, mark "Does Not Apply."

Before you can begin, please indicate the age range that your child belongs to by selecting the appropriate options below.

\(\Gamma\) My child is between 3 to 5 years old.

\(\Gamma\) My child is between 6 to 18 years old.

Special Education Part B Parent Survey

The survey has 50 questions and will take about 20 minutes or less to complete. Thank you for your time. Your answers will help improve services to all children and youth with disabilities in Wisconsin.

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I was given information about organizations that offer support for parents of children with disabilities.	Written justification was given for the extent that my child would not receive services in the regular classroom.	All of my concerns and recommendations were documented on the IEP.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	At the IEP meeting, we discussed how my child would participate in statewide assessments.	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	I am considered an equal partner with teachers and other professionals in planning my child's program.	School's Effort to Partner with Parents		
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ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	respect my cultural heritage.	encourage me to participate in the decision-making process.	show sensitivity to the needs of students with disabilities and their families.	seek out parent input.	Teachers treat me as a team member.	Teachers and Administrators	Teachers are available to speak with me.	Written information I receive is written in an understandable way.	My child's evaluation report is written in terms I understand.	I have been asked for my opinion about how well special education services are meeting my child's needs.
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explains what options parents have if they disagree with a decision of the school.	provides information on agencies that can assist my child in the transition from school.	gives parents the help they may need to play an active role in their child's education.	offers parents a variety of ways to communicate with teachers.	offers parents training about special education issues.	gives me choices with regard to services that address my child's needs.	communicates regularly with me regarding my child's progress on IEP goals.	has a person on staff who is available to answer parents' questions.	
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 I communicate high expectations for my child to do well in school and graduate. 	33. My child has friends at school.	32. Students and teachers at my child's school have positive relationships.	 Teachers give assignments or school projects that require my child and me to work together (e.g. a family tree project or interviewing parents about their careers). 	The district provides me with the training I need to help my child at home with school work.	29. School staff see me as a partner in my child's education.	28. Teachers communicate regularly with me.	I believe my child feels a sense of belonging at school.	26. I feel welcome at my child's school.	Positive School Climate
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 The district shares school policies and procedures with me. 	Policies and Procedures	40. My child takes classes that interest him/her.	39. Tutoring and supports are available at school to help my child complete homework assignments, attend class, and stay focused on school.	38. My child participates in extracurricular activities at school.	37. My child is given choices between different assignments.	36. The school provides my child with opportunities for student learning in the community.	35. My child's classes relate to real life situations.	Multiple Options for Student Learning and School Success
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General Information 43. Please write any additional information that you think is important for improving the special education services students with disabilities receive: State	22	43. Please write any additional information that you disabilities receive:				e. graduation	d. discipline	c. retention	b. truancy	a. attendance	42. I believe that the following school policies and procedures address my child's needs:
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	Can	C Myself C A school district staff person assisting me C Parent or community member assisting me Sendal Reserve	My child is eligible to receive special education services in the category: Please Select My answers to this survey were entered into the computer by:	My child first started receiving special education services (i.e., IFSP or IEP) in grade: Please Select The race or ethnicity that best describes my child is: Please Select
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My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	My child's IEP/IFSP tells how my child's progress will be measured.	My child's IEP/IESP covers all the things it should.	My recommendations are included on the IEP/IFSP.	IEP/IFSP meetings are scheduled at a time and place that are convenient for me.	I am part of the IEP/IFSP decision-making process.	child's preschool special education.	Special Education Preschool Parent Survey The survey has 56 questions and will take about 20 minutes or less to complete. Thank you for your time. Your answers will help improve services to all children and youth with disabilities in Wisconsin. Preschool Special Education Partnership Efforts and Quality of Services 1. Lam considered an equal partners in Alexander 1.	
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People from preschool special education, including teachers and other service providers, are knowledgeable.	People from preschool special education, including teachers and other service providers, helped my child have a smooth transition to preschool special education.	My child received all the supports for transition listed in our IFSP.	My child transitioned from early intervention (birth to 3 program) to preschool special education without a break in services.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	. My child's evaluation report was written using words I understand.	<u>~</u> 0). I was offered special assistance (e.g., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s).	If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP.	My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.
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People from preschool special education, including	People from preschool special education, including teachers and other service providers, have a person on staff that is available to answer parents' questions.	People from preschool special education, including teachers and other service providers, are available to speak with me.	People from preschool special education, including teachers and other service providers, provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	People from preschool special education, including teachers and other service providers, provide me with information in my native language or in another language I understand.	People from preschool special education, including teachers and other service providers, provide me with clear written information about my child.	People from preschool special education, including teachers and other service providers, seek out information regarding my child's disability.		People from preschool special education, including teachers and other service providers, seek out family input.	People from preschool special education, including teachers and other service providers, expect positive outcomes for my child.	People from preschool special education, including teachers and other service providers, are willing to learn about the needs of my child.
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People from preschool special education, including teachers and other service providers, consult with	People from preschool special education, including teachers and other service providers, provide my child with all the services listed on my child's IEP/IFSP.	People from preschool special education, including teachers and other service providers, provide services to my child in a timely way.	People from preschool special education, including teachers and other service providers, give me options concerning my child's services and supports.	People from preschool special education, including teachers and other service providers, communicate regularly with me regarding my child's progress on IEP/IFSP goals.	People from preschool special education, including teachers and other service providers, ensure that I have fully understood my rights related to preschool special education.	People from preschool special education, including teachers and other service providers:		a e	People from preschool special education, including teachers and other service providers, value my ideas.	People from preschool special education, including teachers and other service providers, respect my culture.	. People from preschool special education, including teachers and other service providers, encourage me to participate in the decision-making process.	teachers and other service providers, treat me as an equal team member.
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People from preschool special education, including teachers and other service providers, offer parents	People from preschool special education, including teachers and other service providers, work together with my child's preschool program (e.g., preschool, child care or Head Start) to carry out my child's IEP/IFSP plan.	People from preschool special education, including teachers and other service providers, offer children without disabilities and their families the opportunity to learn about children with disabilities.	People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	People from preschool special education, including teachers and other service providers:		People from preschool special education, including teachers and other service providers, give me information about the research that supports the approaches they use to help my child learn.	People from preschool special education, including teachers and other service providers, give me information about the approaches they use to help my child learn.	People from preschool special education, including teachers and other service providers, give me enough information to know if my child is making progress.	People from preschool special education, including teachers and other service providers, provide me with strategies to deal with my child's behavior.
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me to set appropriate learning goals for my child.

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training about preschool special education.

General Information

families with one another for mutual support.

51. My child goes to school in school district number:

Type in the School District Number in the box below. The School District Number is in the letter that the school sent to you.

52. My child's age in years:

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Send	 C Myself C A school district staff person assisting me C Parent or community member assisting me 	My answers to this survey were entered into the computer by:	My child is eligible to receive special education services in the category: Please Select	The race or ethnicity that best describes my child is: Please Select	My child first started receiving special education services (i.e., IFSP or IEP) in grade: Please Select

53. My child's grade in school is:

Please Select